

# Dragonfly Day Nursery

83 Carnarvon Road, LONDON, E15 4JW

<b>Inspection date</b>	09/12/2013
Previous inspection date	23/11/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Sensitive and supportive home visits from key staff help children to settle well into the nursery.
- The warm and welcoming environment provided by all staff and the effective key person system enables all children to establish secure and trusting relationships to promote their well being.
- Staff are enthusiastic, playful and highly motivated. They work well together as a team, creating a stimulating and fun learning environment for the children.
- Strong partnerships with parents help children to make good progress, as staff work hard to ensure there is a joint approach to children's learning between the nursery and the home environment.

### It is not yet outstanding because

- Staff occasionally miss opportunities during activities to extend children's learning in all areas. This means that sometimes activities are not fully challenging.
- Some children are kept waiting for their food at mealtimes, which results in them becoming restless.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in all playrooms and garden.
- The inspector spoke with the managers, staff and children.
- The inspector took account of parents' views by speaking to them on the day.
- The inspector carried out joint observations with the manager and deputy manager.
- The inspector looked at policies and procedures, risk assessments, parent feedback, children's development records and all relevant documentation.

## Inspector

Jenny Forbes

## Full report

### Information about the setting

Dragonfly Day Nursery registered in 2012 on the Early Years Register. It is privately owned and situated in a residential area of Stratford, within the London Borough of Newham. The nursery operates from three playrooms that are situated on the ground and first floor, and there is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. The nursery employs eleven members of staff, including the manager, ten of whom hold appropriate early years qualifications at level 3.

The nursery opens for 50 weeks of the year, Monday to Friday from 8am until 6pm. Children attend for a variety of sessions. There are currently 47 children attending who are in the early years age group. The nursery provides funded early education for children aged two, three and four years. Staff supports children who learn English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- develop opportunities for progression, extension and challenge in all adult-led and child-initiated activities by building on children's ideas for play, to stimulate learning in all seven areas
- review meal time routines to reduce waiting times for children and to ensure that children are purposefully engaged at all times.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have a secure knowledge of how children learn through play, and overall the quality of teaching is good. Staff have high expectations for the children in their care and are skilled at providing educational programmes that effectively support their development. There is a good balance of child-initiated and adult-led play based activities that provide children with a good range of stimulating experiences across all areas of learning. However, on occasions, staff miss opportunities to extend activities to broaden children's understanding and knowledge. This means that they are not always expertly challenged in their learning. Children's progress is carefully monitored through efficient observation and assessment systems. Information gained from these is used to plan for the next steps in children's learning and to inform the progress check at age two, which is shared with parents. Parents are supported to continue children's learning at home by the constant sharing of information with key persons. Children who learn English as an additional

language, or have other additional needs, are well supported in the nursery as staff work closely with parents to ensure that any gaps in children's learning are rapidly closing.

Staff promote children's communication and language skills well as they engage them in conversation and use open-ended questioning to encourage their thinking and decision making skills. A wide variety of good quality resources support children's learning in all parts of the nursery. All areas of the nursery, including the garden, are used to promote children's development in all the areas of learning. For example, staff playfully support children's inventiveness as they climb and balance on a see-saw shaped like an aeroplane and pretend they are soaring off to the moon. Children shout, 'I see an alien' as they progress on their imaginary journey. Displays all around the nursery are evidence of how well children's learning is supported. For example, children's development is supported in many ways as they make and talk about items to be included in a large Christmas display, which takes pride of place on the nursery wall. Parents are invited to contribute to the nursery's events and take part in festivities which supports children's personal, social and emotional development.

Staff promote children's physical development well as they ensure they have frequent access to the interesting and welcoming outdoor area. A large climbing frame incorporates an enclosed upper level that children imaginatively use as a lookout. An allotment area allows children to learn how things grow and where their food comes from. Children sweep up the leaves and jump in them listening to them crunch beneath their feet. They run around in the garden and strengthen their muscles on the good quality apparatus. They learn about road safety as they drive around in their toy cars supported by staff giving instructions and warnings. They paint the fence with water pretending they are painting 'Daddy's shed'. Children learn more about the world as they watch caterpillars change into butterflies and hatch chicks in the spring. Babies swirl a cornflour mixture on the nursery floor to stimulate their sensory skills and they enjoy songs and rhymes with staff. Children learn to follow instructions and routines and are therefore well supported for the next stages in their learning and school.

### **The contribution of the early years provision to the well-being of children**

Children and babies form close attachments to their key persons and with each other. Staff are kind and caring towards the children and are sensitive to the needs of those who find it difficult to settle. Home visits help children who are new to the nursery become familiar with staff, and strong partnerships formed with parents help children to feel secure. Staff develop a good understanding of children's individual likes, needs and care routines through spending time with parents during settling in visits. Babies and children are well cared for. Staff take their temperatures if they seem unwell and administer medication as instructed in writing by parents. Babies care needs are attended to hygienically and discreetly. Older children learn to be independent as they learn to wash their own hands before eating, after using the toilet or engaging in messy play.

Children have frequent opportunities to exercise in the fresh air and staff ensure they are appropriately dressed for the weather. The nursery environment is welcoming and

attractive to children. The rooms are cheery and bright and well decorated with children's own work. The good quality resources are stored at child height and are accessible for all children to choose for themselves. Children's behaviour is good in the nursery as they are constantly engaged in interesting learning activities. This is because staff use frequent praise and encouragement to raise children's self-esteem and promote positive behaviour. Children's photographs are fixed to a 'wow' board to celebrate their achievements. Children are emotionally well prepared for moving between rooms and to school because trusted staff support them. Staff work closely with parents and with schools to ensure children are ready for the next stage in their learning. A 'graduation ceremony' is held for those children who leave to go to school which makes them feel they have reached a special time in their lives and helps to boost their self-esteem.

Staff provide children with a healthy diet at the nursery. They learn about foods that are good for their health. They eat fruit at snack time and meals provided are nutritious and wholesome. Children learn to independently serve their own food. However, food leaves the kitchen in only two bowls, which means that some children have to wait for their meal and they become restless. Babies' food is mashed to a consistency suitable for them to eat comfortably. Toddlers enjoy the independence of learning to feed themselves and are securely strapped into chairs to make sure they stay safe. Children with medical or dietary needs are well protected as staff have good systems in place to ensure they receive food suitable for their needs. The safety of children is very important to the nursery staff who ensure that all children are constantly supervised, whether eating, sleeping or playing. No child is ever left unattended. All visitors to the nursery must sign in and out and closed circuit television is used to monitor outside the premises so staff know who is approaching the building. Fire drills are practised regularly so that all staff and children know what to do should an emergency occur.

### **The effectiveness of the leadership and management of the early years provision**

The management team and staff have a clear understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. All the necessary documentation for the safe and efficient management of the nursery is up to date and well organised. Staff ratios and qualifications are well maintained and the nursery has access to qualified staff for times when core staff are absent. Robust risk assessments are carried out to minimise hazards, staff supervise children well and the premises are secure. As a result, children can play and learn in safety. Children are effectively protected because staff have a secure understanding of safeguarding procedures and know what to do if they are worried about a child. Safeguarding information is displayed in all parts of the nursery for staff and parents to see. The clear safeguarding policy includes procedures to restrict the use of mobile phones and cameras and there is a no smoking policy, which is adhered to. Recruitment, induction and probationary procedures are robust and background checks are completed for all staff. This promotes children's safety and well-being as staff who care for children have been suitably vetted. Staff are encouraged to undertake regular training including safeguarding and first aid. The local authority monitors the nursery and provides support and training opportunities. This enhances the

provision for children.

Staff management is of a high standard as all staff receive regular individual support and supervision. The management team observe staff performance and support staff to maintain consistency across the nursery. The management team regularly monitors the quality of teaching and the educational programmes to ensure children's needs are effectively met. Staff track children's progress in all areas and share information with parents on a daily basis providing all children with continuity in their care and learning. This ensures that staff quickly identify and address any gaps in children's learning. Any concerns regarding children's development are discussed with their parents and appropriate interventions are sought. Parents are well supported by staff and are invited to contribute to the life of the nursery. For example, parents are invited to participate in the coming Christmas festivities and provide a Santa Claus for the children. This includes them in their children's experiences at nursery.

Partnerships with parents and other professionals are strong and support all children to achieve to the best of their ability. Parents speak highly of the nursery and praise staff for the kindness and care shown to their children. Staff forge good links with the local schools and staff and parents work together to ensure new settings have full details of children's skills and abilities. They work in partnership with other settings that children attend to maintain continuity of learning. The management team take into account the views of parents, children, staff and other professionals when evaluating the nursery and implementing improvements. The management team and staff discuss improvement plans at monthly team meetings where action plans are reviewed. The management and staff team demonstrate a strong drive for improvement and are continually making adaptations and changes to the premises, resources and systems to ensure they are meeting the needs of the children.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY445867
<b>Local authority</b>	Newham
<b>Inspection number</b>	946268
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Dragonfly Day Nursery Ltd
<b>Date of previous inspection</b>	23/11/2012
<b>Telephone number</b>	0208 534 2525

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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